Week At A Glance CELL Model

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| Unit: 1 – Grade 2  Week: 2 | Focus Standards:   * **RL.2.5: Describe** the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. * **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song. * **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | | | |
| Student Objectives:  Students will describe how the beginning introduces the story and the ending concludes the action.  Students will clap the rhythm of poetry.  Students will identify key ideas or details from text read aloud. | | | | | |
| Terminology:  cycle, author, illustrator, poet, poetry, rhythm | | | Comprehension Strategy: Connections – Rigby chart pg 5  Genre Focus: Informational/ Narrative | | |
| Read Aloud | | Shared Reading | Guided Reading | Independent Reading | Word Work/Phonics |
| * How Do You Know it’s Summer? (Kathy) * Teacher choice: Behavior books * The Reasons for Seasons (Mike) * The Seasons of Arnold’s Apple Tree (Mike) * Summertime (Mike) | | * What is a Cycle? – bb * Summer to Autumn – Animals – Scholastic (Cleo) * Summer Song – poem * Song: Oh What Do You Do In the Summertime? | Continue teaching The Daily Five | * set up book boxes * learning to self-select books * beginning * conferences | R.F.3.a: Know and apply grade level phonics and word analysis skills in decoding words.  Book: **Sequential Phonics: lessons 31-34 (a\_e)**  Word Wall Words  Rigby chart pg 9 |
| Interactive Writing | | Independent Writing | Vocabulary | Assessment/Rubrics | Technology |
| If a second grader came to Davis...(If You Take a Mouse to School) | | Introduce Writer’s Workshop | cycle, author, illustrator, poet, poetry, rhythm | Self assessment of behavior  Daily Five Check-in | Video:  The Four Seasons (NUCenter) |